Tennessee Consolidated Planning & **Needs Assessment Process** Day 3

Dr. MaryAnn Blank Dr. Gary Dutton

AGENDA Day 3

- ★ Welcome & Overview of the Day
- ★ Update on Consolidated Planning
- * Role of Central Office & Student Achievement
- * Team Insights, Reflections, & Sharing
- ★ Review & Analysis of Action Plans
- ★ Continuing Actions & New Actions
- **★** Implementing Complex Actions
- ★ Planning Effective Professional Development
- ★ Creating Evaluation Plans
- ★ Problem-Solve & Share Next Steps

* Update on Consolidated Planning



- **★ Download from TN SDE--NCLB**
- **★ Post on your LEA Website**



4. CURRICULUM, INSTRUCTION, ASSESSMENT, ORGANIZATIONAL EFFECTIVENESS

LEADERSHIP for LEARNING: Characteristics of High-Performing DISTRICTS

Central Office Role in Increasing Student Achievement



References

★ Learning First Alliance. *BEYOND ISLANDS OF EXCELLENCE: What Districts Can Do to Improve Instruction & Achievement in All Schools*

★Cotton, K. (1995). Research you can use to improve results. NWREL & ASCD. Alexandria, VA: Association of Supervision and Curriculum Development.



★ Thompson, S. (March 2003). *Creating a high-performance school system*. Kappan

- ★Mac Iver, M. A. & Farley, E. (2003). Report 65. Bringing the District Back In: The Role of the Central Office in Improving Instruction and Student Achievement.
- ★Johns Hopkins University: Center for Research on the Education of Students Placed At Risk (CRESPAR)
- ★An on-line version of this report is available at: www.csos.jhu.edu



WHY study the Impact of High-Performance School Systems?

Because we know a key determinant of student achievement is the quality of instruction received by students.

Researchers are continuing to investigate how the quality of instruction can be improved in as many classrooms as possible.



Questions for Study:

What contribution, if any, does the central office make to its schools to help improve classroom instruction and student achievement?

What connections does recent research make between central office activity and the goal of improved student learning?



Central Offices *DO* have a significant role in improving student achievement

Studies are finding—
Central Offices that are effective
in improving student achievement
are different from
those that are not



Effective School System Central Offices—

- have a Vision--the overwhelming majority of students regardless of their ethnic & socioeconomic backgrounds are meeting high standards of learning.
- intervene decisively & effectively in schools where student performance is declining.
- are a source of Capacity-Building.



Important Areas for Capacity-Building:

- Advising on good curriculum & instructional practice;
- Recruiting & equipping principals & teachers;
- Helping school staff analyze data & decide what instructional changes need to be made;
- Providing administrative support so that good instruction can occur



Currently, no one district serving a diverse student population exhibits all the "Critical Success Factors" (of high-performance districts), but several districts exhibit many of them.

Progress is being made.

EdTrust provides examples of High Performance at http://www2.edtrust.org >> Recent Presentations



Improving Achievement and Closing Gaps Between Groups:

Lessons from High Performing Schools and Districts

Prepared for the Rockford Public Schools

Education Trust, 2004



What Do We Know About Student Achievement?

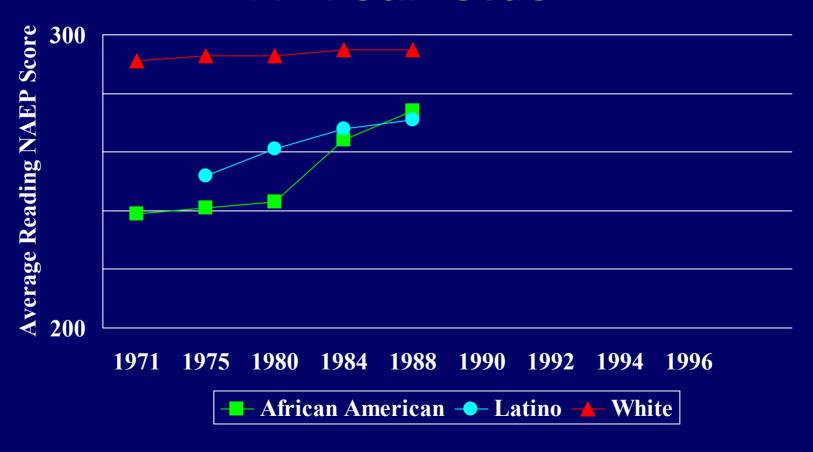
12th Grade Achievement In Math and Science is Up Somewhat

In Reading, 12th Grade Achievement is Headed Downward

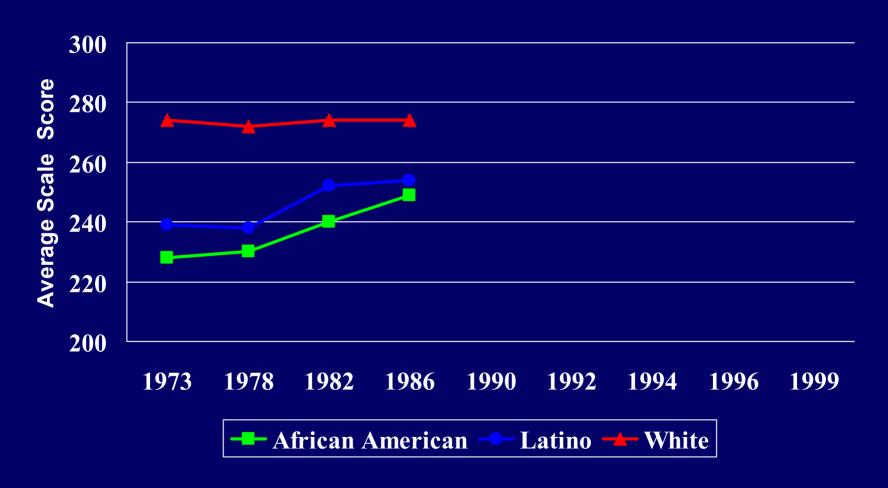
What about different groups of students?

During seventies and eighties, much progress.

Gaps Narrow 1970-88 NAEP Reading 17 Year-Olds

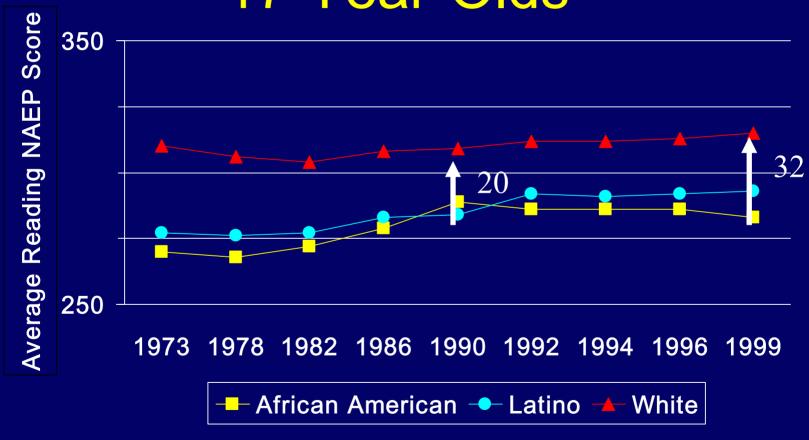


Gaps Narrow 1973-86 NAEP Math Scores, 13 Year-Olds



Between 1988-90, that progress came to a halt...and gaps began to widen once again.

Gaps Narrow, Then Hold Steady or Widen: NAEP Math Scores, 17 Year-Olds



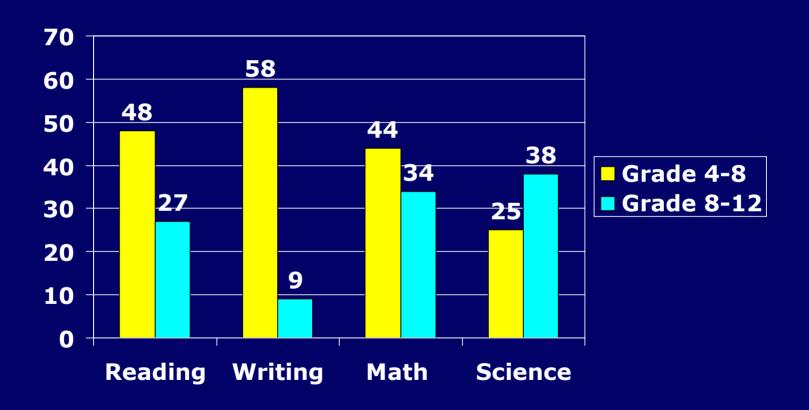
After 1988, Gaps Mostly Widen NAEP Reading, 17 Year-Olds



How much of this learning took place during high school?

Students Make More Growth
Grade 4 to 8
than
Grade 8 to 12

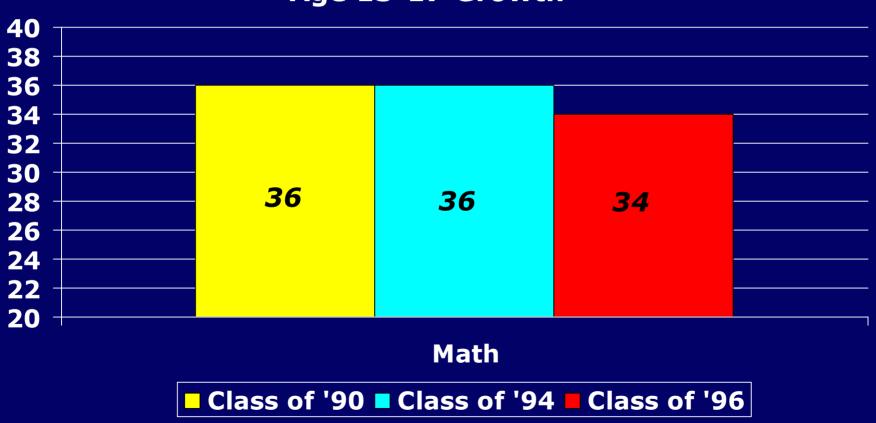
Academic Growth Grades 5-8, 9-12



Value Added in High School Declined During the Nineties

Value Added Declining in High School Math...

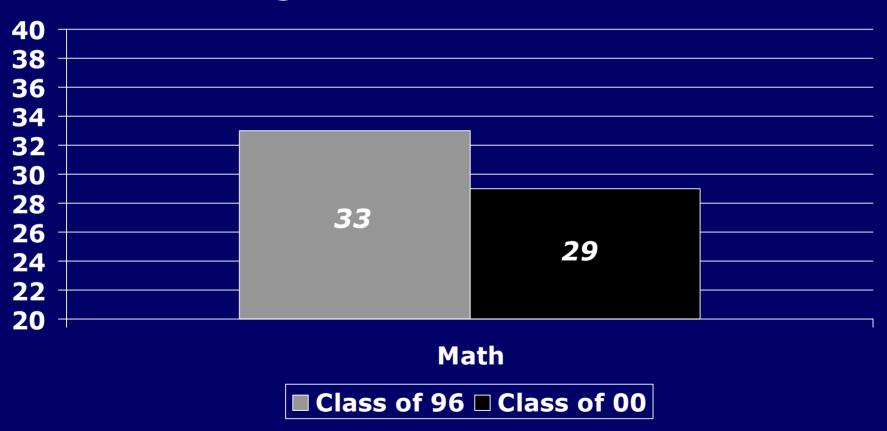
Age 13-17 Growth



Source: NAEP 1999 Trends in Academic Progress

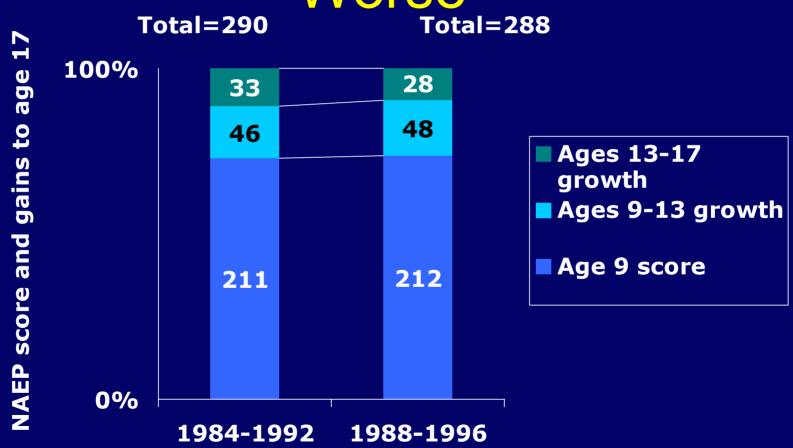
...Still

Age 13-17 Growth



Source: Main NAEP 1996, 2000

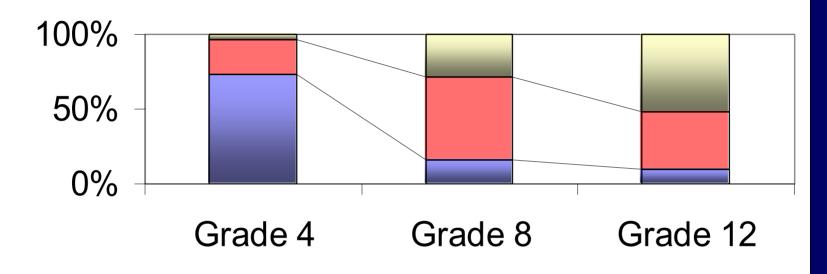
Reading: Students Entering Better Prepared, But Leaving Worse



Students in Other Countries Gain far More in High School

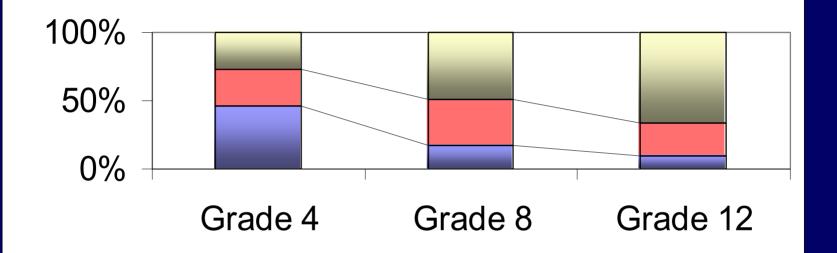
TIMSS

Nations' Average Science Performance Compared with the U.S.



- Nations scoring higher than the U.S.
- Nations scoring the same as the U.S.
- Nations scoring below the U.S.

Nations' Average Mathematics Performance Compared with the U.S.

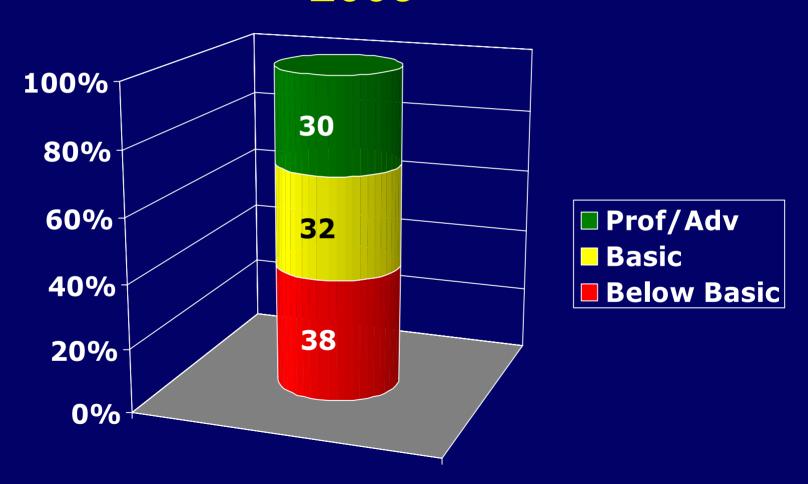


- Nations' scoring higher than the U.S.
- Nations scoring the same as the U.S.
- Nations scoring below the U.S.

Source: NCES 1999-081R, Highlights From TIMSS

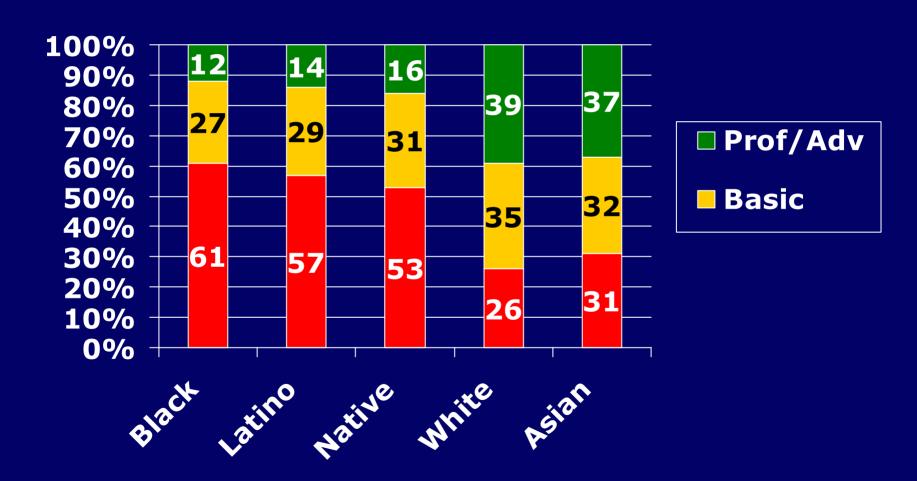
Where are we now?

Where Are We Now? 4th Grade Reading All Students 2003



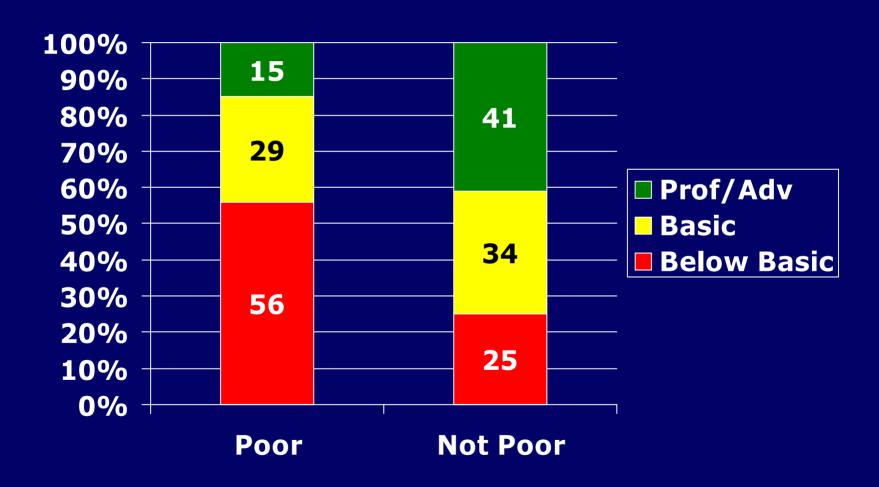
Source: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables

By Race, Ethnicity NAEP 4th Grade Reading 2003

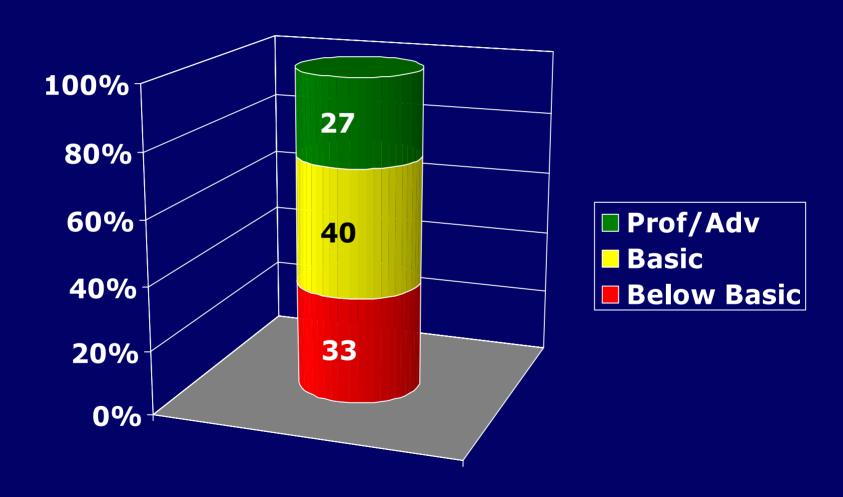


Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)

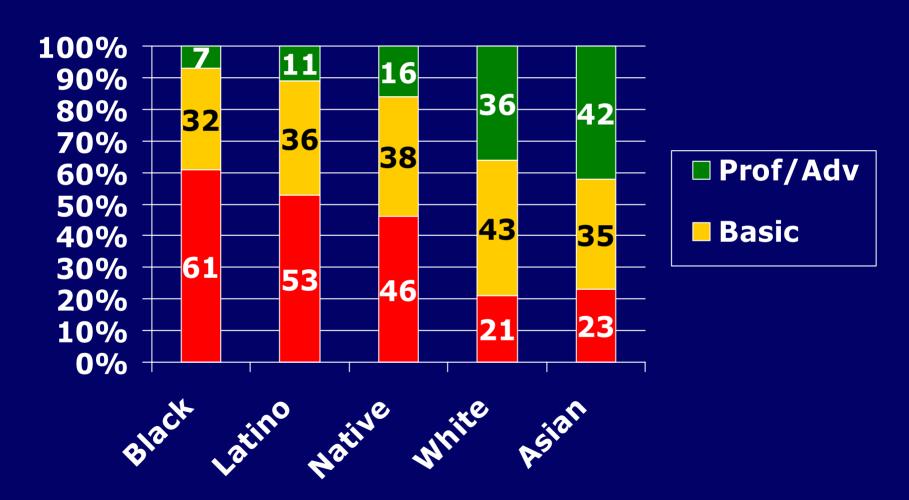
By Family Income NAEP 4th Grade Reading 2003



Where Are We Now? 8th Grade Math All Students 2003

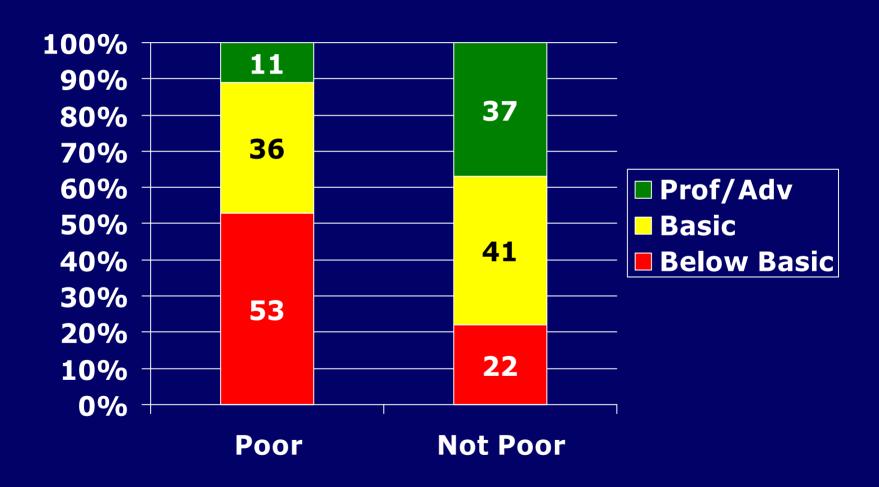


By Race, Ethnicity NAEP 8th Grade Math 2003

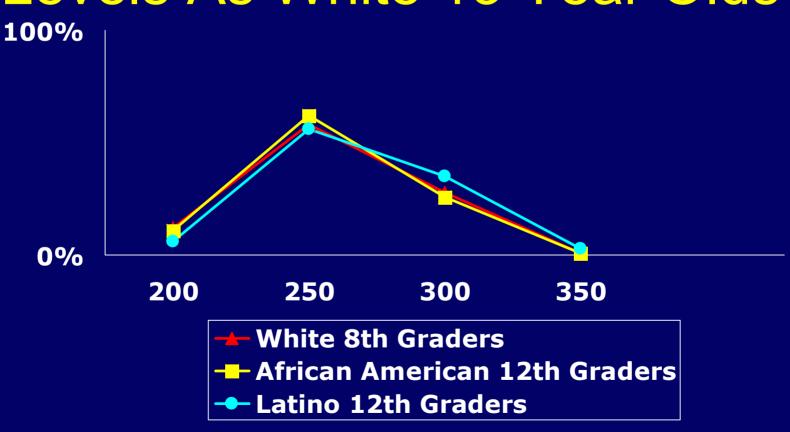


Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)

By Family Income NAEP 8th Grade Math 2003

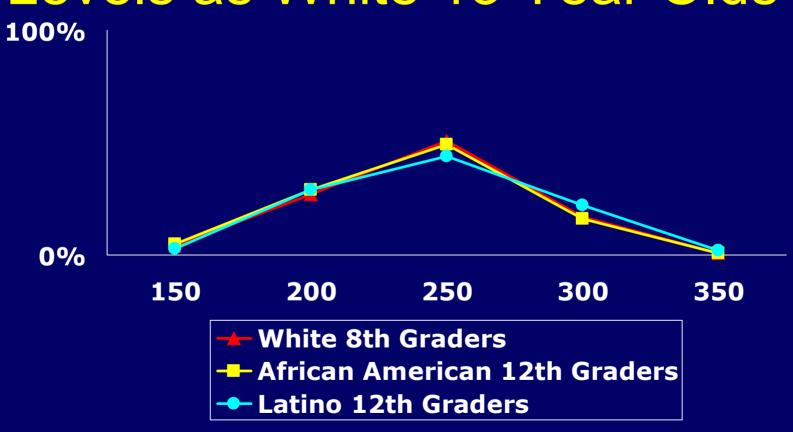


African American and Latino 17 Year Olds Do Math at Same Levels As White 13 Year Olds



Source: NAEP 1999 Long Term Trends Summary Tables (online)

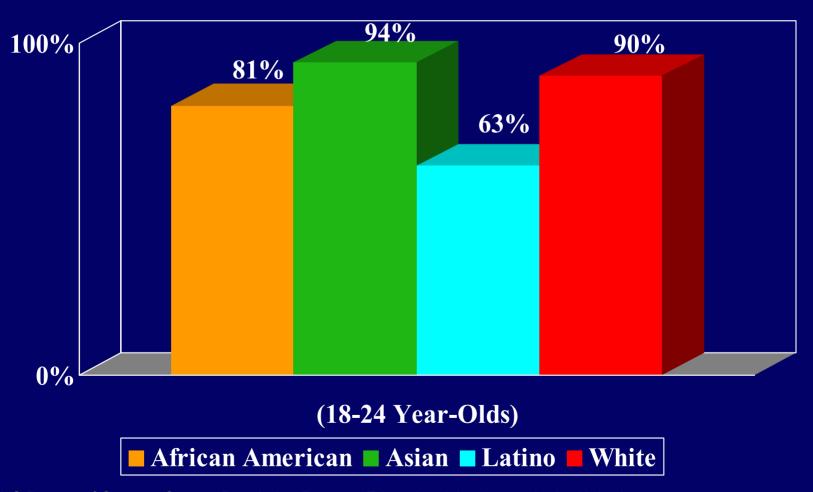
African American and Latino 17 Year Olds Read at Same Levels as White 13 Year Olds



Source: Source: NAEP 1999 Long Term Trends Summary Tables (online)

These patterns are reflected, too, in high school completion, college entry and college graduation rates.

Students Graduate From High School At Different Rates



<u>Source</u>: US Bureau of Census, Current Population Reports, Educational Attainment in the United States: March 1998 (p. 20-513), Detailed Tables No. 2

Highest Achieving Low-Income Students Attend Postsecondary at Same Rate as Bottom Achieving High Income Students

Achievement	Low-	High-
Level (in quartiles)	Income	Income
First (Low)	36%←	77 %
Second	50%	85%
Third	63%	—90%
Fourth (High)	78%	97%

Source: NELS: 88, Second (1992) and Third Follow up (1994); in, USDOE, NCES, NCES Condition of Education 1997 p. 64

ADD IT ALL UP...

Of Every 100 White Kindergartners:

- 93 Graduate from high school
- 65 Complete at least some college
- 33 Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 African American Kindergartners:

87 Graduate from High School

50 Complete at Least Some College

18 Obtain at Least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 Latino Kindergartners:

- 63 Graduate from high school
- 32 Complete at least some college
- Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 American Indian/Alaskan Native Kindergartners:

58 Graduate from High School

7 Obtain at least a Bachelor's Degree

WHY?

What We Hear Adults Say:

- They're poor;
- Their parents don't care;
- They come to schools without breakfast;
- Not enough books
- Not enough parents . . .

But if they're right, then why are poor and minority children performing so high in...

Some schools...

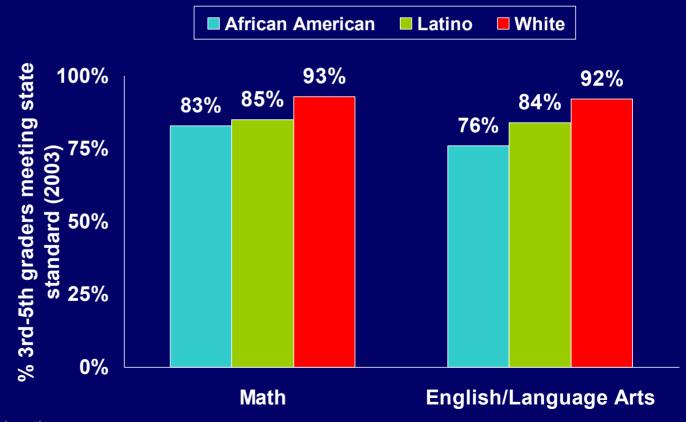
Samuel W. Tucker Elementary Alexandria, VA

▶ 68% African
American and Latino

▶ 53% low-income

★Outperformed 2/3 of VA elem. schools in both reading and math for two years in a row (2001-2).

★In 2002, outperformed 92% of VA elem. schools in reading and 86% in math.

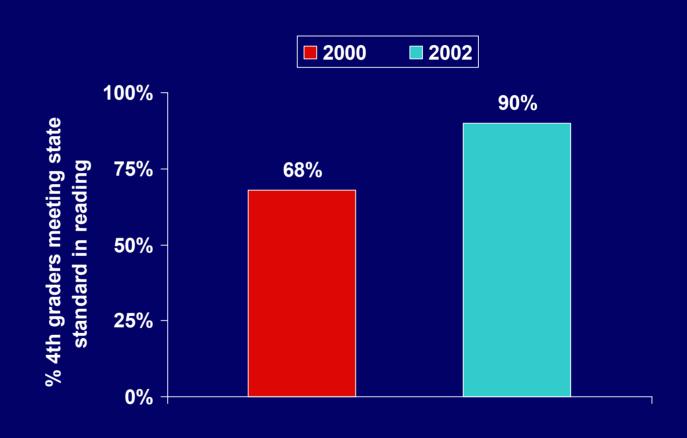


Source: Virginia Department of Education

West Manor Elementary Atlanta, GA

▶ 99% African American.

- ▶ 80% low-income
- ★Outscored 98% of GA elementary schools in 2nd grade reading in 2002.
- ★Outperformed 90% of GA elementary schools in 2nd grade math in 2002.



Source: The Education Trust, Dispelling the Myth

Sycamore Elementary School

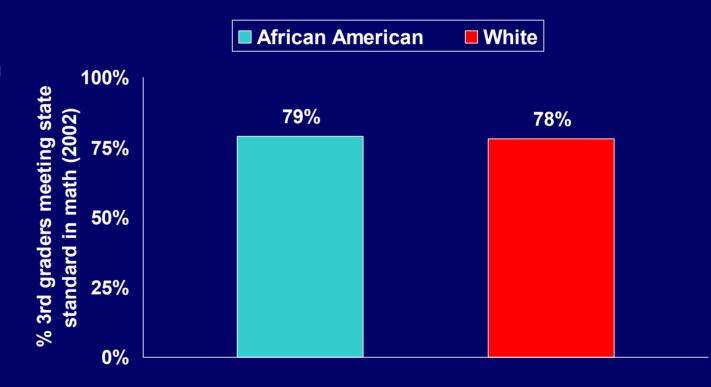
➤ 37% African American and Latino.

Kokomo, IN

▶ 62% low-income

★Increased African American 3rd graders meeting state standard in math by 55 percentage points between 2000 and 2002.

★Closed Black-White 3rd grade reading gap.



Source: Indiana Department of Education

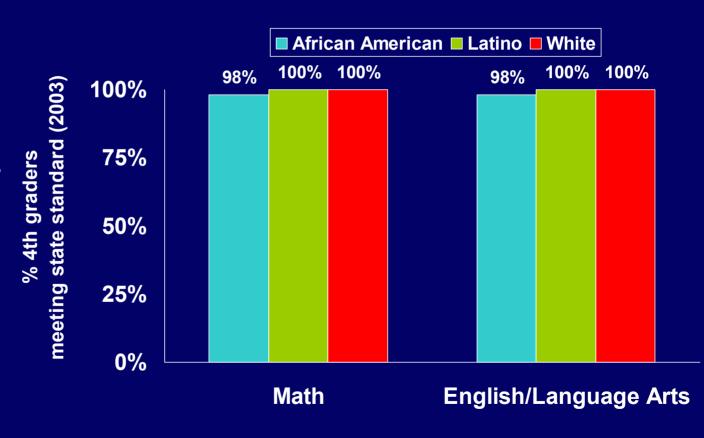
Lincoln Elementary School Mount Vernon, NY

▶ 69% African
American and Latino

▶ 49% low-income

★ Has outperformed nearly ¾ of NY elem. schools in both math and English for three years in a row.

★In 2002, outscored 98% of NY elem. schools in math and 99% in English.



Source: Ed Trust. Dispelling the Myth Online and New York State Department of Education. *Overview of School Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance for Lincoln School.* April 10, 2003

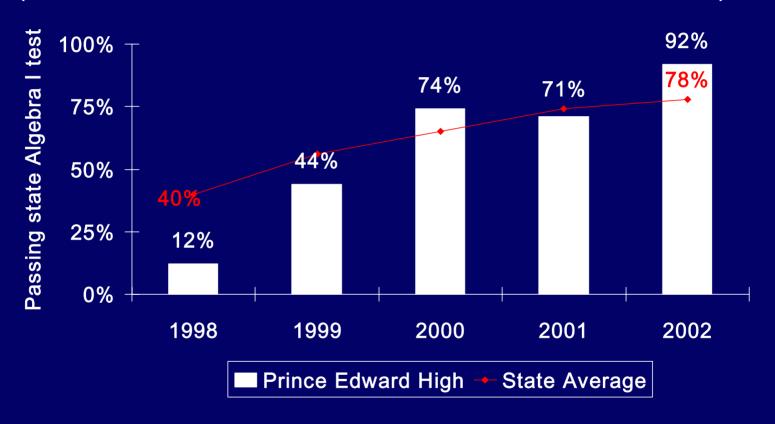
Inman Middle School, Atlanta, GA

- 60% Low Income
- 60% African American and Latino
 - (58% African American and 2% Latino)
- Outperformed about 95% of other GA schools on average* in both 2001 and 2002.
- Over 90% of 6th graders, 7th graders, and 8th graders met state standard in reading in 2002.

Source: The Education Trust, Dispelling the Myth Online. *Composite measure averaging across grades and subject areas tested.

Prince Edward County High, Farmville VA

(715 students – 55% African American and Latino)



Sources: Virginia Department of Education Web site, http://www.pen.k12.va.us/VDOE/Assessment/2002SOLpassrates.html.

Some districts...



"College Begins In Kindergarten"

K-12 | College | Policy | Community | Parents

List of Schools from NEW YORK

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Lists of schools with 50% African American AND Latino, 40% eligible to participate in the free/reduced price lunch program and top 25% in ELA average scaled score in grade 4 in 2001 score

Total Number of Schools: 16						
School Name	District Name	Relative Ranking	% Minority	% Poverty		
HOLMES SCHOOL	MT VERNON CITY SD	95	91%	43%		
PS/IS 223 MOTT HALL	NEW YORK CITY PUBLIC SCHOOLS	94	92%	74%		
TRAPHAGEN SCHOOL	MT VERNON CITY SD	92	94%	55%		
THOMAS A. EDISON SCHOOL	PORT CHESTER-RYE UFSD	91	92%	87%		
LINCOLN SCHOOL	MT VERNON CITY SD	89	65%	43%		
LONGFELLOW SCHOOL	MT VERNON CITY SD	88	99%	82%		
ULYSSES BYAS ES	ROOSEVELT UFSD	85	100%	75%		
SCHOOL 46-CHARLES CARROLL	ROCHESTER CITY SD	82	56%	90%		
WASHINGTON IRVING INTERM SCHOO	UFSD - TARRYTOWNS	81	56%	45%		
POWELLS LANE SCHOOL	WESTBURY UFSD	81	95%	85%		
[1] 2						



"College Begins In Kindergarten"

K-12 | College | Policy | Community | Parents

List of Schools from NEW YORK

back to the map

select other schools

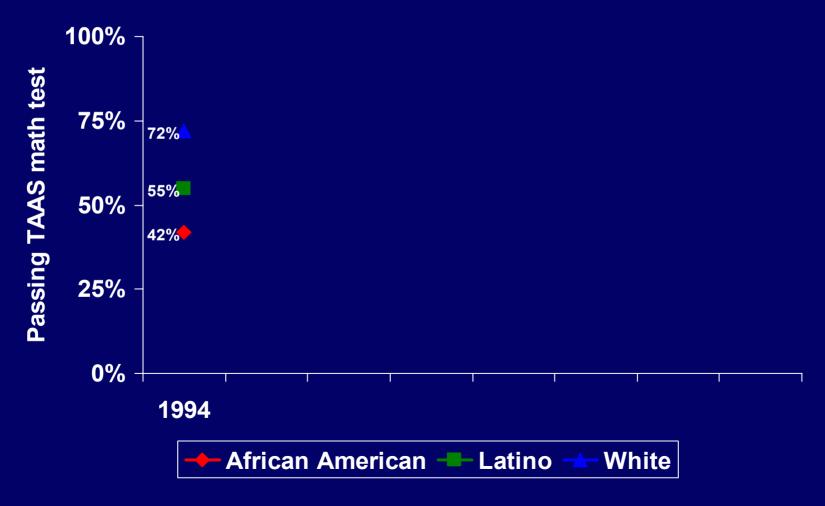
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Lists of schools with 50% African American AND Latino, 40% eligible to participate in the free/reduced price lunch program and top 25% in MATH average scaled score in grade 4 in 2001 score

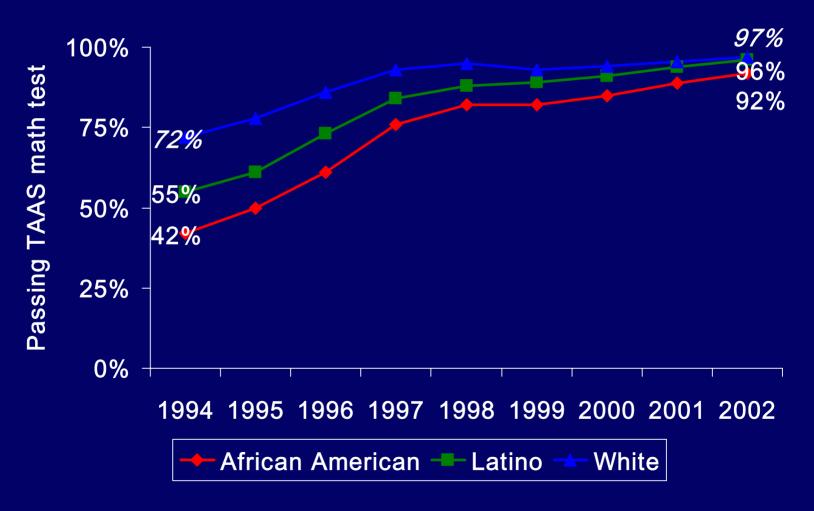
Total Number of Schools: 11						
School Name	District Name	Relative Ranking	% Minority	% Poverty		
LONGFELLOW SCHOOL	MT VERNON CITY SD	97	99%	82%		
TRAPHAGEN SCHOOL	MT VERNON CITY SD	96	94%	55%		
LINCOLN SCHOOL	MT VERNON CITY SD	94	65%	43%		
SCHOOL 5	YONKERS CITY SD	88	78%	83%		
PROSPECT SCHOOL	HEMPSTEAD UFSD	85	99%	95%		
PS/IS 223 MOTT HALL	NEW YORK CITY PUBLIC SCHOOLS	85	92%	74%		
CENTENNIAL AVE SCHOOL	ROOSEVELT UFSD	84	100%	99%		
WASHINGTON ROSE SCHOOL	ROOSEVELT UFSD	84	99%	59%		
POWELLS LANE SCHOOL	WESTBURY UFSD	83	95%	85%		
PS 31 SAMUEL F. DUPONT SCHOOL	NEW YORK CITY PUBLIC SCHOOLS	77	60%	83%		
[1] 2						

Aldine, TX: Raising Achievement for All While Narrowing Gaps



Source: Texas Education Agency-Academic Excellence Indicator System Report 1994 through 2001.

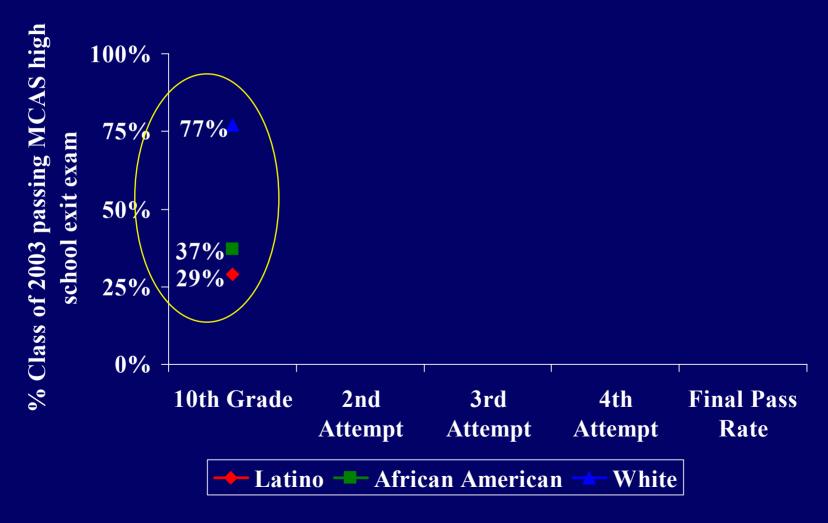
Aldine, TX: Raising Achievement for All While Narrowing Gaps



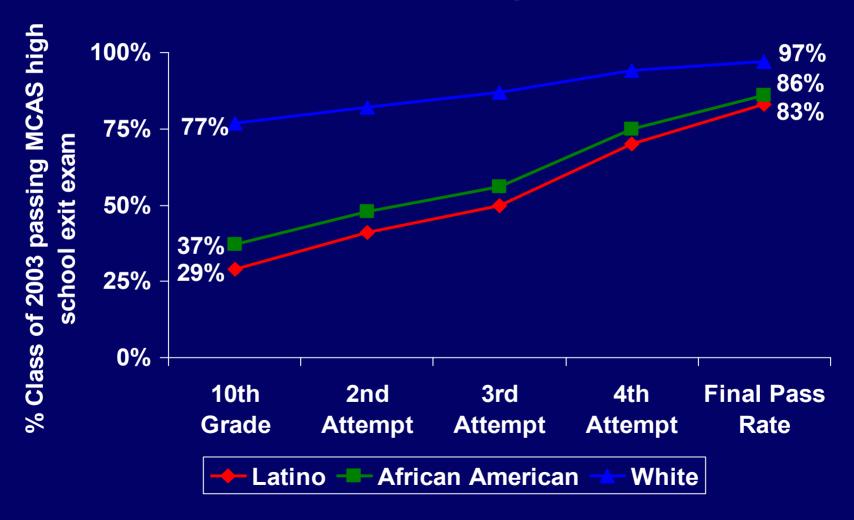
Source: Texas Education Agency-Academic Excellence Indicator System Report 1994 through 2001.

And some entire states...

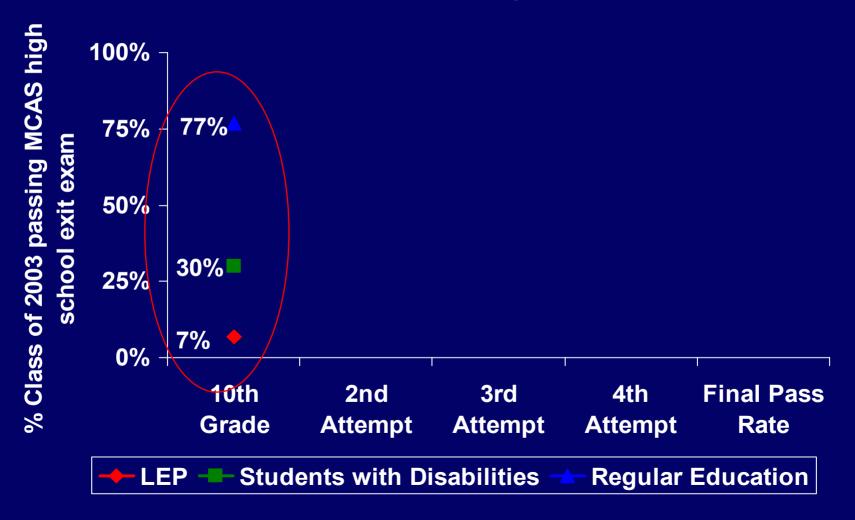
MA: Passing HS Competency Exam



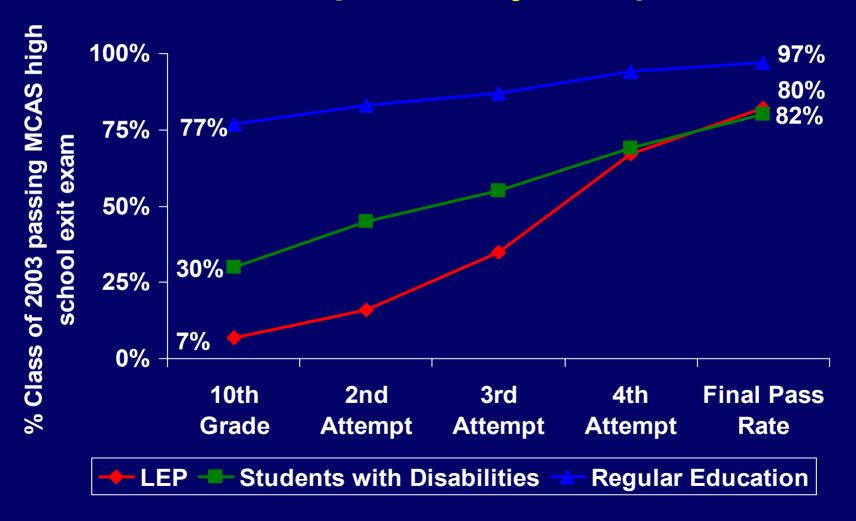
MA: Narrowing the High School Competency Gap



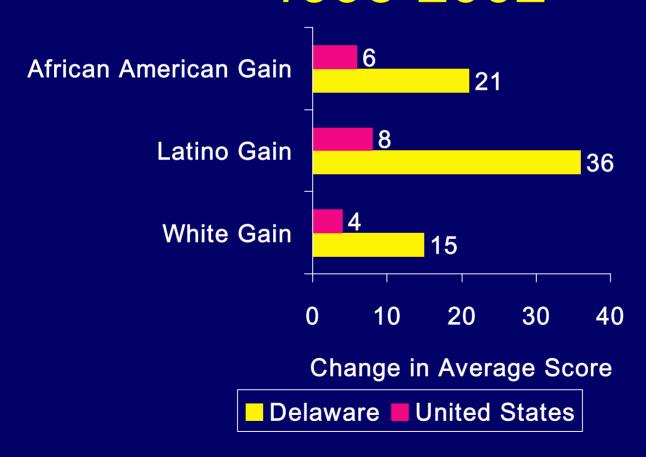
MA: Narrowing the High School Competency Gap



MA: Narrowing the High School Competency Gap



Delaware: Gains in Grade 4 Reading Outpace the Nation, 1998-2002



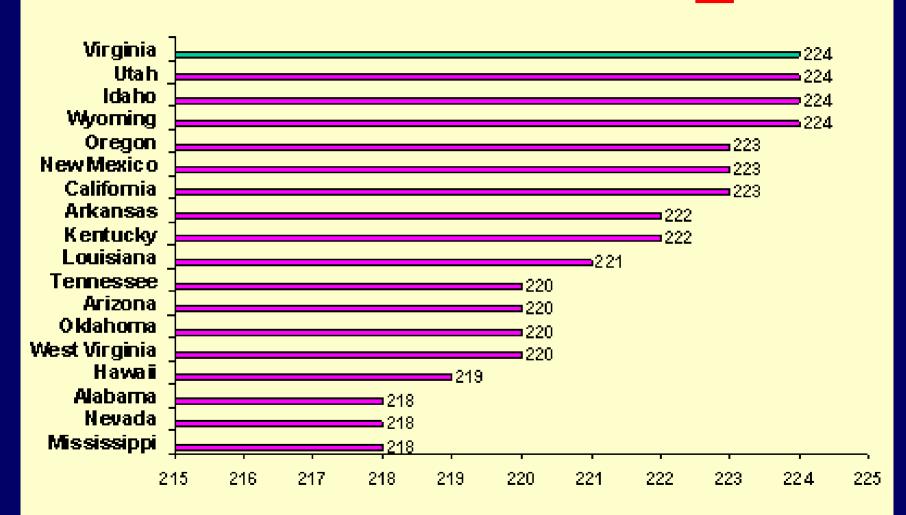
Minority and/or poor students in some states outperforming white and/or non-poor students in others.

8th Grade Writing: African Americans in Texas Perform as Well or Better Than Whites in 7 States



Source: NCES, National Assessment of Educational Progress

4th Grade Reading (2002): Latinos in Virginia Perform as Well or Better Than Whites in 17 States



Source: NC ES, National Assessment of Educational Progress (NAEP)

⊗ The Education Trust, Inc., 2003

What Students Say: Yes, some blame themselves. But they also say...

- some teachers don't know their subjects;
- counselors underestimate our potential;
- principals dismiss concerns;
- expectations wretchedly, boringly low.

What Do We Know About The Places that are Improving Results?

Element 1:
They Make No Excuses.
Everybody Takes
Responsibility for Student
Learning.

Element 2: They Do Not Leave Anything About Teaching and Learning to Chance

Historically, most of the really important decisions about what students should learn and what kind of work was "good enough" left to individual teachers.

Result? A System That:

- Doesn't expect very much from MOST students; and,
- Expects much less from some types of students than others.

High Performing Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Assess students every 4-8 weeks to measure progress;
- ACT immediately on the results of those assessments.

Element 3: In High Performing Schools, Districts Insist on Rigor All the Way Up the Line

Transcript Study: single biggest predictor of college success is QUALITY AND INTENSITY OF HIGH SCHOOL CURRICULUM

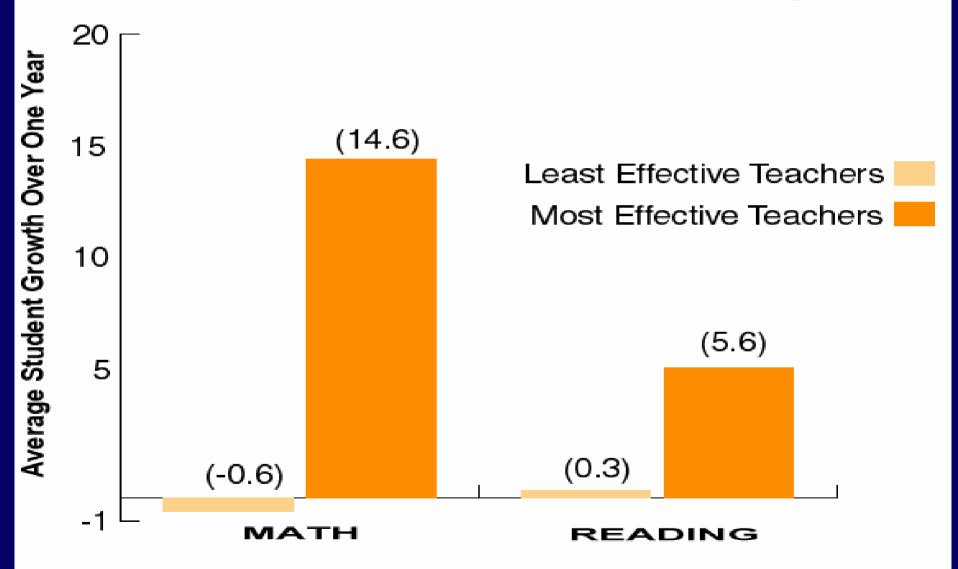
And they'll be better prepared for the workplace.

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education.

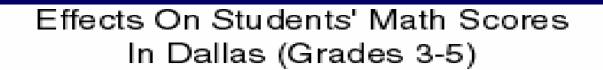
Leading districts, states making college prep the default curriculum.

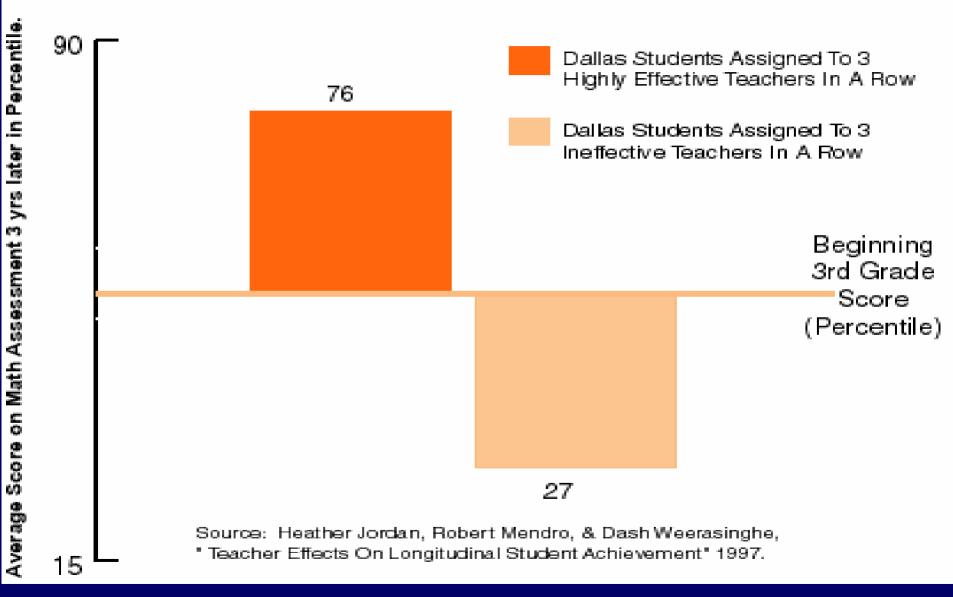
Element 4: They KNOW That Good Teachers Matter More Than Anything Else

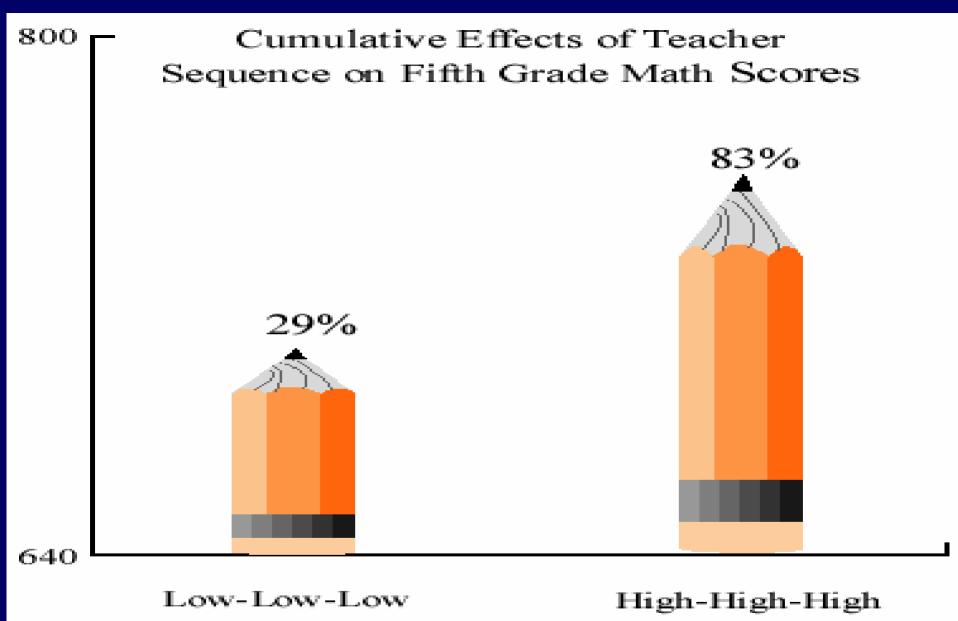
Boston Students with Effective Teachers Showed Greater Gains in Reading and



Source: Boston Public Schools, "High School Restructuring," March 9, 1998.







Jordan, Heath & L., Robert L. Mendro, and Dash Weensinghe, "Teach & Effects on Longitudinal Student Achievement," Dallas Public Schools, 1997, Table 3.

Most teachers--like most other professionals--can get more and more effective.

Accordingly, smart states, districts do two important things:

- STOP drive-by workshops;
- invest in intensive, focused professional development.

In the meantime, though, we've got to work toward a more equitable distribution of teachers.

Virtually every high poverty school has some spectacularly wonderful teachers, but...

Classes in High Poverty High Schools More Often Taught by Misassigned* Teachers

Math and Science Classes of Mostly Minority Students Are More Often Taught by Misassigned* Teachers

* Teachers who lack a major or minor in the field

Poor and Minority Students Get More Inexperienced* Teachers

* Teachers with 3 or fewer years of experience.

High-Poverty Schools Get More Low-Scoring* Teachers

* Teachers scoring in the bottom quartile on SAT/ACT.

Devastating Impact

"By our estimates from Texas schools, having an above average teacher for five years running can completely close the average gap between lowincome students and others."

John Kain and Eric Hanushek

Principals: Must become "Finders AND Keepers"

- Principals key variable in attracting and keeping strong teachers;
- Teachers stay when feel supported and effective;
- Teachers want both concrete (ie. Curriculum, lessons, mentoring) and psychological support.

NCLB says simply that these schools need to improve.

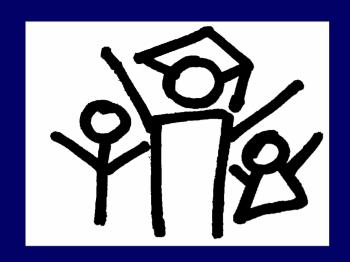
"Neither poverty nor race is an excuse. All children can rise to the standards and there are many schools in the data that you have to prove it."

-Rick Mills, Commissioner of Education, New York. March 28, 2002, New York Times "With proper instruction, students here can blow other kids away in the humanities. The more you challenge them, the better they'll do."

-Dolores Edwards Sullivan, an English teacher in the predominantly African American Roosevelt school district, whose 11th graders are starting to earn higher marks on state Regents exams.

"Yes, parents may have the greatest impact on how their children come to us. But we have the greatest impact on how they leave us."

-Superintendent, North Carolina



The Education Trust

www.edtrust.org

Washington, DC: 202-293-1217

Oakland, CA: 510-465-6444

- * "The farther an educator is from students—the harder it is to make a difference."
- *What do school personnel say as they see someone from the Central Office approaching their school?

* Comments or Questions

* Team Insights,
Reflections, &
Sharing



* Review & Analysis of Action Plans

Quality Points for Action Plans

- Actions are consistent with Subject-Area Standards, TN Curriculum Standards, National Staff Development Council Standards (NSDC) for Professional Development Actions
- Actions are research-based (Supported as promising practices by credible research)
- Actions align with identified Student Needs and Priorities
- Actions address the needs of students most in danger of not meeting state standards (providing safety nets for students subgroups)
- Actions are coherent and comprehensive—addressing the priority need in appropriate actions related to curriculum, assessment, instruction, & organization
- · Actions are realistic, not overly complex, doable, and worth our time & effort
- Actions are realistic in terms of the organizational and individual educator capacity to implement
- Actions address the needs of educators (providing clear targets & support)
- Actions are supported by adequate resources and all Title funds are allocated to appropriate actions
- Others?

*Continuing Actions & New Actions

INCREASING READING ACHIEVEMENT









INCREASING MATH ACHIEVEMENT



Identify 2 Actions to Continue



Identify 2 New Actions



Identify Actions to Discontinue



*Implementing Complex Actions

Identify the first 5 to 6 steps--



School-Based Data Teams



Safety Nets for Struggling Students



Instructional Coaches



*Planning Effective Professional Development

NCLB's Accountability

- * Scientific Research-based
- **★ Improvement in Student**Achievement
- * "Redesigned" Staff Development
- More Comprehensive Evaluation of Results





★OUTCOMES

★ DESIGN

* EVALUATION



* PROFESSIONAL DEVELOPMENT

***OUTCOMES**

- ★ What specific outcomes are expected from this PD at each of the 5 levels?
- ★ Start with the END (Outcomes) & PLAN BACKWARDS



Guskey's 5 Levels of Outcomes

- What student learning outcomes are intended to be achieved (Level 5)?
- What instructional practices & policies will most effectively
 & efficiently produce those outcomes (Level 4)?
- What is the desired impact of the PD on the organizational culture (Level 3)?
- What new learning is necessary for the participants to implement the prescribed practices (i.e., what is it participants should know and be able to do as a result of the PD) (Level 2)?
- What are our goals for the PD? Are the goals directly aligned to our priority needs (Level 1)?

Guskey's 5 Levels of Outcomes School-based Mentor Teams

- Level 5>Increased Student Achievement in Reading & Math
- Level 4>Increased Use of Research-Based Practices in All Classrooms (Instruction, Classroom Management, Assessment & Planning)
- Level 3>Increased Collaboration & Team Planning, Decreased Teacher Turnover & Attrition, Increased Teacher Morale & Support, Increased Progress on Improvement Priorities
- Level 2>Increased Use of Coaching & Peer Observation, Conferencing, Planning, and Problem-Solving; Increased Communication & Coordination
- Level 1>Understanding of New Teacher Needs-Classroom & School; Plans to Implement Team Mentoring Activities to Smooth the Induction of Novices; Knowledge about Expectations & Skills for Productive 1-on-1 Mentoring

TN Model for Teacher Mentoring & Induction

Key Features of the TN Model

- Mentor Core Teams--School-based teams—1 Administrator & Teacher Leaders
 Responsibility for: Selecting & coaching other mentors; Implementing, assessing,
 & revising induction plans; Linking induction to school leadership & TSIP
- Professional Development Structure

Mentors are professional development facilitators in the school Goal is to ensure Novices strengthen their initial instructional skills in ways consistent with students' needs and school improvement priorities—as fast and efficiently as possible

Action Plans developed & incorporated in TSIP

To ensure that mentoring and professional development will impact the teaching and learning in the novices' classrooms & in as many other classrooms as possible

To build the capacity of individual leaders & to positively impact the organizational culture of the school

To make mentoring systemic, planned for, nurtured, and regularly monitored for improvement

Reasonable Resources

Prior Annual Stipend (to mentors by Title II)--Not an affordable option Full-time System-wide Mentors released from classroom--Not an affordable option Annual Discretionary Fund to MCTs

TN Model for Teacher Mentoring & Induction

Connection to No Child Left Behind

TN has a statewide model;
Is the designated route for teachers'
becoming "trained" mentors;
HOUSSE option for Highly Qualified
allows points for "trained mentors"



Your Example of a Major Professional Development Action

Is

Consolidated Planning



★ PROFESSIONAL DEVELOPMENT





*Designing Effective Professional Development

- *What PD Strategies & Structures, including experiences, materials, & activities, will help us attain the intended outcomes?
- * Worksheets # 30 & 31

DESIGNING PD Strategies & Structures

- Level 1: Participants' Reactions: What PD strategies and structures (including experiences, materials, and activities) will ensure that the initial training promotes participants' satisfaction with the learning experience and their confidence, ability, and commitment to transfer the new learning to their work?
- Level 2: Participants' Learning: What PD strategies and structures (including experiences, materials, and activities) will ensure that participants acquire the intended knowledge and skills?
- Level 3: Organization Support & Change: What needs to be done to ensure that there is adequate organizational support for the advocated practices of the PD (including resources--time, technology, materials, policies, etc.)?
- Level 4: Participants' Use of New Knowledge & Skills: What is the research-based evidence that verifies these particular practices will lead to desired results? How strong (reliable & valid) is the evidence? Was the evidence produced in a school or system context similar to ours?
- Level 5: Student Learning Outcomes: How can it be ensured that implementing the advocated practices of the PD will increase student achievement; improve students' physical or emotional well-being; and increase student engagement in learning, motivation to learn, and students' confidence as learners?

*Creating Evaluation Plans

*Evaluation Plan Example

Strong and lasting "buy-in" and commitment for achieving increasingly higher expectations is generated.



School System Improvement & Continuous Growth

★ PROFESSIONAL DEVELOPMENT

- * EVALUATION
- ★ How are we going to find out if we achieved our intended outcomes?



★ Is it possible to demonstrate that a specific PD program & nothing else—is solely responsible for the 10% increase in student achievement?

- * NO
- ★ Real-world settings are too complex, too many variables



- **★ Look for EVIDENCE**
- * Rather than PROOF

Evaluation Data Sources (Guskey's Levels)

#1 What evaluation data sources will tell you about the participants' reaction to the PD (Level 1)?

If the goals for the PD were achieved?

About the participants' satisfaction with the professional learning experience?

About their level of understanding, confidence, and ability to transfer new learning?

#2. What evaluation data sources will tell you about the participants' level of learning of the prescribed practices and policies (Level 2)?

About what the participants now know and are able to do as a result of the PD?

#3. What evaluation data sources will tell you about the impact of the PD on the organization culture (Level 3)?

About the level of organizational support and change?

#4. What evaluation data sources will tell you about the level of participants' use of the new knowledge and skills learned in the PD (Level 4)?

About the effectiveness of the advocated instructional practices & policies on the intended outcomes?

#5. What evaluation data sources will tell you about the impact of the PD on student learning outcomes (Level 5)?

"...Collaboration is a messy undertaking requiring tolerance for ambiguity, commitment, flexibility and room for error.

Any evaluation system that promotes teacher development cannot confine itself to classroom performance, it must attend to indicators that collegial interaction is being sought, nurtured and used."

—Arthur Costa, Robert Garmston, & Linda Lambert

- ★ Follow Guskey's Model as we've shared
 - ★ or Joellen Killion,
 - the National Staff
 Development Council
 - * www.nsdc.org

*Walk Through Example

*Problem-Solve & Share Next Steps

"...If we wish to have energized employees who are steadily progressing toward the ultimate, long term goal, of providing a better, richer education for our students, then every member of every school should be working together in teams, not token or merely social teams, but goal oriented units."

—Mike Schmoker

Now

from PLANNING

to

DOING

No Child Left Behind



*For TN's School Systems the vision is



Infrastructure Partners

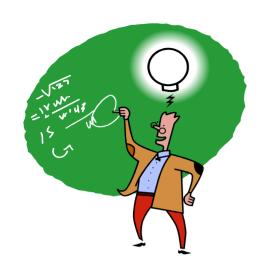
Expectations, Support, Facilitation, Resources, Problem-Solving



SCHOOL

Electronic Reporting, Family Resource Center, Preschool, Leadership Team (Parents & Community Members)

Free & Energetic Exchange of Information & Ideas



ADMINISTRATORS

Instructional Leaders

In Classrooms--Attention to Teachers & Students
Collaborating, Coaching, Monitoring, Planning

In the Community--Partnerships, Connections



TEACHERS

Professional Learners Implementing Research-based Strategies

Collaborating & Learning Together Supported by Colleagues, Coaches, & Time



STUDENTS

Needs of All Student Groups Met

Self-Directed Learners
Motivated, Responsive, Respectful

Actively Engaged in Hands-on Learning, Projects, Problem-solving